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NEW YORK (STATE) UNIVERSITY  
DIVISION OF VOCATIONAL AND  
EXTENSION EDUCATION

1921

IMMIGRANT EDUCATION



Class LIC 3731  
Book N 55

THE UNIVERSITY OF THE STATE OF NEW YORK  
THE STATE DEPARTMENT OF EDUCATION  
*new York State University*  
DIVISION OF VOCATIONAL AND EXTENSION EDUCATION

## Immigrant Education

SUMMER COURSES *for*  
EVENING AND EXTENSION SCHOOL  
TEACHERS AND SUPERVISORS

IN

THE STATE OF NEW YORK

Season 1921



Special courses on methods of teaching, school  
and class organization, immigration and  
immigrant backgrounds, American political  
institutions and government



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## TEACHER-TRAINING IN ADULT EDUCATION

*Principles and Policies*

SUITABLE types of education for adult non-English-speaking people call for the enlargement and development of evening schools and extension classes. Many readjustments must necessarily be made as to character of educational program and organization, methods of teaching and content of instruction before such schools can accomplish the task which needs to be done. Of chief concern, however, is the development of a corps of competent, trained, experienced, patriotic, unselfish teachers who, although they may already be teaching in day schools, are needed for their influence, help, guidance and service to persons above school age and of mature years.

Experience has shown that special training is needed for best service in this field. Personality, enthusiasm and a desire to serve are fundamental in this as in all teaching; special training increases the range of efficiency from 100 per cent upward.

Such training the State of New York is attempting to give in cooperation with boards of education, other local school authorities and the colleges, universities and normal schools of the State. Local teaching appointments increasingly are dependent upon special training and in some places promotions are entirely dependent upon such special efforts.

Special courses to provide such training are offered during the year, including the following summer school courses for the season 1921. Other courses for teachers during the school year are conducted on the university extension plan.

# SPECIAL SUMMER SCHOOLS IN ADULT IMMIGRANT EDUCATION

FOR EVENING AND EXTENSION SCHOOL TEACHERS AND SUPERVISORS  
JUNE 22—AUGUST 13, 1921

## *Courses for*

Organizers, supervisors and administrators of adult immigrant education giving part or full time to such work; and

Teachers of illiterates or non-English-speaking adults and immigrant people and engaged in either public or private service or in volunteer effort.

## *Programs of Schools and Courses*

Albany, New York State College for Teachers, four courses,  
July 5—August 13

*Administration and supervision*—W. C. Smith, supervisor of immigrant education, The University of the State of New York; Charles E. Finch, supervisor of Americanization and junior high schools, Rochester, N. Y., and others

*Methods of teaching English*—Clara B. Springsteen, assistant supervisor, immigrant education, The University of the State of New York

*Immigrant backgrounds and homelands*—Dr J. V. DePorte, State College for Teachers

*American government*—Dr David Hutchinson, State College for Teachers

Ithaca, Cornell University, State College of Agriculture, July 5—August 12

*Administration and supervision*—A. E. Rejall, assistant in immigrant education, The University of the State of New York; W. C. Smith, Charles E. Finch and others; conducted conjointly with special courses for directors and supervisors of part time or continuation schools and day and evening schools

Chautauqua, Chautauqua Institution, July 4-August 12.  
New courses on methods of teaching English, immigrant backgrounds and American government supplemented by special features. Program announced later.

Buffalo, State Normal and Training School, three courses, July 5-August 6; five weeks, six sessions each week, including Saturdays

*Methods of teaching English*—Frederick Houghton, supervisor of English teaching, public schools, Buffalo

*Immigrant backgrounds*—Dr Nathan Peyser, principal of the Warwick School, Brooklyn, and special lecturer, College of the City of New York

*American government*—Frederic P. Woellner, instructor, Buffalo State Normal School

Rochester, University of Rochester, three courses, June 22-July 30

*Methods of teaching English*—Nellie A. Michelsen, organizer and lecturer in immigrant education, The University of the State of New York

*Immigrant backgrounds*—Dr Jonathan F. Scott, University of Rochester

*American government*—Dr Harold F. Gosnell, University of Chicago

Syracuse, Syracuse University, three courses, July 5-August 12

*Methods of teaching English and citizenship*—Clarence L. Hewitt, supervisor of immigrant education, Syracuse

*Immigrant backgrounds*—Prof. A. C. Flick, Syracuse University

*American government*—Dr F. G. Crawford, Syracuse University

Plattsburg, State Normal School, two courses, July 5-August 12

*Methods of teaching English*—Dr Isidore Springer, principal of the Lafayette School, Brooklyn, and special lecturer, College of the City of New York; three weeks' course, two hours daily, probably July 5-July 22

*American government*—George M. Elmendorf, superintendent of schools, Plattsburg—three weeks' course, two hours daily, probably July 25–August 12.

*New York City*

Hunter College, four courses, July 5–August 12

*Methods of teaching English*—Dr Henry H. Goldberger, principal of the John Winthrop School, New York City, and lecturer-consultant, immigrant education, The University of the State of New York

*Immigrant backgrounds*—C. M. Panunzio, specialist in immigration and teacher-lecturer, The University of the State of New York

*American government*—Dr George D. Luetscher, instructor, Jamaica High School and Hunter College

*The immigrant woman—her problems and education*—Elizabeth A. Woodward, assistant in immigrant education, The University of the State of New York

New York University, July 5–August 12, special summer institute courses including:

*Methods of teaching English*—Alexander S. Massell, principal of Evening School 27 and teacher-lecturer, The University of the State of New York

*Organization and direction of immigrant work*—Alexander S. Massell

*Immigration and immigrant backgrounds*—Prof. Henry P. Fairchild, New York University

*American government*—Prof. Rufus D. Smith

See special announcement. Limited registration. Special features.

Teachers College, Columbia University, July 5–August 12, several related courses including:

*Methods of teaching English*—Dr Henry H. Goldberger

*School organization and supervision*—Dr Henry H. Goldberger

Diploma in teaching adult immigrants may be secured by completion of one accredited year of study.

Special features in summer school program.

## *Training in Administration and Supervision*

Two special schools for organizers, supervisors and administrators of adult immigrant education will be conducted under state auspices at the *State College for Teachers, Albany*, and at *Cornell University, State College of Agriculture, Ithaca*. The former is for those engaged in full or part time in this field of education; the latter for those who will also have special duties and responsibilities relative to continuation schools. One 30-hour course will be given in each place allowing additional time, however, for attendance at other courses. The school at Cornell University will be held conjointly with the special school for continuation school teachers and supervisors. Attendance at either place is limited to those who secure permission from the proper authorities in the State Department of Education, Albany.

### *Administration and Supervision—Outline of Course*

Problems in adult immigrant education—organization of schools and classes; publicity; advertising; local cooperation; immigrant participation; finance; selection and assignment of teachers; types of extension classes; equipment and material for teaching; standards of efficiency; education law; state aid; social organization of adult education, etc.

The course is designed to afford a basis for the discussion and partial solution at least of many of the most pressing and difficult problems in the field of adult education from the standpoint of those who as superintendents, principals, organizers and directors of such work in local communities are directly responsible for its organization and conduct.

### *Outlines of Courses for Teachers*

*Methods of teaching English to non-English-speaking adults.* This course is devoted entirely to principles and methods in the organization and conduct of evening schools and extension classes in homes, factories and neighborhoods, and to instruction in English to illiterates and non-English-speaking people.

*Immigrant backgrounds and homelands.* This course in general has two purposes: (1) to familiarize teachers with the economic, literary, religious, social, political and cultural institutions of immigrant peoples; and (2) largely to provide a proper point of view and a suitable attitude toward immigrant peoples on the part of American teachers.

*American political institutions and government.* This course aims to reacquaint teachers with the history and fundamental principles and policies of American political institutions and to familiarize teachers with modern problems of government in relation to the fundamental principles and policies of American political institutions.

These courses for teachers in general aim: (1) to strengthen them in their own understanding and appreciation of America; (2) to enable them to understand the immigrant better; (3) to provide effective methods for teaching a common language which will lead to better cooperation among all.

### *Class Sessions*

Classes in each of these 30-hour courses are conducted daily five days a week, excepting at the Buffalo State Normal School, where sessions are held six days a week for a period of five weeks. Information concerning schedules of class hours and other details, including expenses, may be secured from directors of summer sessions in these respective institutions.

### *University Credit*

Persons satisfactorily completing required work and who are otherwise qualified are able to secure university or college credit. State certificates will be issued to all persons satisfactorily completing the courses.

Under the above-outlined plan teachers are given the opportunity of specializing in related courses during their summer school period, supplemented by special opportunities for study and conference for which they may secure usual university credit as in the case of other summer school courses. Persons carrying courses in normal schools may be able also to secure regular credit of university and college grade, if they are otherwise educationally qualified to secure such credit, through arrangements with the State College for Teachers at Albany.

### *Tuition and Fees*

Registration fees will be required in all courses for teachers excepting in those at state normal schools and at the State College for Teachers; no fees will be required in courses on administration and supervision at Cornell University and the State College for Teachers. Tuition fees will be charged all persons desiring college or university credit or recognition except in state-supported institutions and at Hunter College, New York.

### *Special Conferences*

Many special topics and problems relating to the general organization and conduct of adult immigrant education and extensions of education for Americanization, and also special problems of teaching, which can not be incorporated in the foregoing courses will be considered in specially arranged conferences, round tables and open forum sessions. At all the instructional centers such special conferences will be arranged under the leadership and guidance of specially competent persons. The members of the State Department of Education, local educational representatives and specialists on the various topics to be considered will be scheduled for lectures and discussions. These conferences, a series of which will be conducted at each summer school, will be scheduled so that persons attending special training courses may strengthen their regular study by more intimate contact with some of the special problems in which they may be interested.

While attendance at these conferences and at any other special features which may be provided is optional and yields no credit, it is regarded as an essential part of the summer program and persons registered in courses are expected to attend.

### *Special Features*

Added attractions to make the summer courses and conferences most helpful will likely be provided in the form of arranged observation trips through immigrant communities and evening and extension schools and classes; personal surveys and visitations; luncheons, dinners and parties among immigrant people; student residence in immigrant neighborhoods; volunteer service; music; displays of immigrant arts and handicrafts; attendance at services in immigrant churches; excursions to points of interest particularly relating to immigrant people; attendance at naturalization courts; observation of health clinics, child welfare work, community centers and general recreation.

### *State Laws and Policies*

The permanency of adult immigrant education is now assured by recent action of the State Legislature approved by the Governor. The State Department of Education is authorized to reimburse local school authorities to an amount of one-half the salaries paid the teachers engaged in evening

and extension school teaching among illiterates and adult non-English-speaking people up to but not in excess of \$1000 for each teacher so employed. This is in accordance with the recommendations of superintendents, principals and other local educational authorities of the State. Chief responsibility for the organization and conduct of such work is transferred to the several localities of the State and state aid is provided. This new legislation empowers state educational authorities in cooperation with boards of education to prescribe courses of study and standards of instruction. Qualifications for teachers, therefore, are likely if anything to be raised with increased emphasis placed upon special training and competency in addition to successful experience. Such also is in accordance with the recommendations of educational authorities throughout the State and especially in those places where preference in all teaching appointments has been given to those who have been able to show special training or attendance in such training as particular evidence of fitness for teaching.

Teaching standards, therefore, will not be lowered in any respect but on the other hand will likely be materially increased. It is therefore desirable for teachers who either are now engaged in such evening and extension school teaching or who likely may be candidates for such teaching to take advantage of the opportunity for training offered during the summer courses. It is also desirable that boards of education and local school authorities take suitable steps toward encouraging such teachers or prospective teachers to undertake such special studies to prepare them for increased efficiency.

### *Continued Teacher Training*

During the past year sixty special courses for teachers have been conducted at various points throughout the State in cooperation with existing educational institutions and with local educational authorities. About 2800 teachers have been enrolled.

Aside from summer schools all or practically all such teacher-training courses have been conducted on the university extension plan, thus enabling teachers not only to secure a state certificate but also university credit. This plan will be continued during the season 1921-22 and other training provisions will be made so that special facilities will be practically universal throughout the State.

Applications for special extension courses in this and related fields are solicited and will be given immediate attention.

Special information relative to these and other courses may be secured directly from the institutions named or by application to Robert T. Hill, director of teacher-training in immigrant education and university extension, State Department of Education, Albany. More detailed information concerning teachers' qualifications and courses of training will be available upon application. Additions to program will be given special publicity.

#### *Adult Immigrant Education—a Permanent Program*

The main features of the continued program of elementary adult education, chiefly among non-English-speaking people, aliens and new citizens includes: extended service of public evening schools; organization and conduct of extension classes outside of building; compulsory elementary education for illiterate minors; minimum English requirements for voting; preparation for naturalization and citizenship; extended educational privileges for the unprivileged; general community cooperation among native and foreign-born people.

#### *New Legislation*

The amended new law relating to the continuance and extension of state and local effort is as follows:

The Commissioner of Education or the board of education or trustees of any city or school district may provide for the establishment of courses of instruction or study and schools in connection with factories, places of employment, or in such other places as he or they may deem advisable, for the purpose of giving instruction to foreign-born and native adults and minors over the age of 16 years. Such course of instruction or study shall include instruction in English, history, civics and other subjects tending to promote good citizenship and to increase vocational efficiency. Such course of instruction and study shall be prescribed by the Regents of The University of the State of New York, and shall be in conformity with rules to be adopted by them. If the board of education or trustees of a city or school district shall establish such a course of instruction or study, and shall employ teachers properly qualified as provided by law to give such instruction, the Commissioner of Education shall apportion in the same manner as teachers quotas are apportioned to such city or school district an amount equal to one-half the salary paid to each of such teachers, but not to exceed \$1000 for each teacher so employed.

Special information concerning the application and administration of the new law relating to adult immigrant education may be secured from W. C. Smith, supervisor of immigrant education, State Department of Education, Albany.

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LEWIS A. WILSON, DIRECTOR

### **Immigrant Education**

The following persons who are attached to the immigrant education staff will assist in the summer courses as lecturers and instructors:

W. C. Smith, Supervisor of Immigrant Education  
Clara B. Springsteen, Assistant  
Caroline A. Whipple, Assistant  
Elizabeth A. Woodward, Assistant  
John L. Riley, Assistant  
Alfred E. Rejall, Assistant



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